

# SECOND FORM BOOKLET



CITY  
OF  
LONDON

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SEPTEMBER 2011

# INTRODUCTION

The aim of this booklet is to give you information about the subjects your son will be studying in the Second Form at CLS and also outline the subject choices he will make towards the middle of the year.. I hope the information in this booklet will prove helpful and please do contact me if you wish to discuss anything further. (nm@clsb.org.uk)

## **Subjects studied:**

**Biology (Dark Green)**

**Chemistry (Dark Green)**

Classics (Purple)

Design and Visual Arts

Drama

English (Grey)

French (Light Green and Pink for vocab)

Geography (Light Blue)

History (Red)

Information and Communications Technology (I.C.T.)

Mathematics (Orange)

Music (Lavender)

Personal, Social and Health Education (P.S.H.E.)

Physical Education (P.E.) and Games (including Swimming)

**Physics (Dark green)**

Religious Education (R.E.) (Yellow)

The colours in brackets refer to the colours of exercise books for these subjects. Boys will get a print out of this for either their locker or homework diary and a poster is also in the form room. These colours will remain in place until the end of the Third Form. I have bolded the Sciences as they are now taught separately.

Immediately after the Second Form Parents' Evening (March 2011) you and your son will be asked to make some choices of subject for the Third Form. I will give an Assembly to the boys about this, a booklet will be posted home and you can discuss any final issues with teachers at Parents' Evening.

In summary, at present, boys have to make two choices from Drama, Classical Civilisation, Spanish, German, Latin or Latin/Greek. They are not allowed to choose both Drama and Classical Civilisation. You will get more detailed information regarding this nearer the time.

At the end of the booklet is the Library produced Lower School reading list which you might find helpful.

Noeleen Murphy  
Director of Studies

## THE SECOND FORM AT CLS

The Forms remain the same as the First Form (a two-year cycle) and boys attend the same lessons with the exception of Maths which is setted in order to maximise boys' progress as they start working at differing levels of ability. In the interest of consistent pastoral care, the Form Tutor also continues with the boys, unless there are staff changes, naturally.

In the Second Form, the Interform Commendation Challenge steps up a pace with a variety of competitions both sporting and non, such as debating, drama, spelling, a poetry recital, a 'Battle of the Bands', a form film and a talent show ('2<sup>nd</sup> Form's Got Talent'). All boys participate in fierce, yet wholesome competition, vying for the 'Second Form Goblet of Commendations' which is engraved with the name of the triumphant Form's at the end of the year. Boys receive letters of congratulations from me when they manage to break through the 15 commendation threshold each term. Certificates from the Second Master and meetings with the Headmaster and Governors are also theirs as they continue to demonstrate excellence.

Mrs Robinson, the Deputy Head of Second Form, runs a lunchtime 'Catch-up Club' which boys voluntarily or mandatorily attend: it is a time for them to work on subjects in which they lag behind or require further practice. Furthermore, individuals with specific subject concerns can also benefit from Mrs Robinson's **Mentoring Scheme**, whereby Secondformers are partnered with a Sixthformer to receive one-to-one guidance during a session which takes place during Tuesday lunchtime.

During the year, there will be two **School Reports** for the Second Form: (i) at the end of the Autumn Term and (ii) at the end of the Summer Term, (including results of the summer examinations). There will be a formal **Parents' Evenings** in the second half of Spring Term when you will be invited to meet the staff who teach your son.

In addition, a **Grade Card** will summarise progress at half term in the Autumn Term, the Spring Term, at the end of the Spring Term and at half term in the Summer Term. You will also get a Card, in a similar format to the Grade Card, near the end of Summer Term, which will outline the marks your son has achieved in the School Exams. This will also include the class average. Parents must sign and return the Grade Card to the Form Tutor each time it is issued.

Each boy has a **Homework Diary** which parents are asked to sign **once a week** and add comments if appropriate. (The Form Tutor does the same). You will receive a copy of the homework timetable early in the term (it will also be available on the web site) and you will be asked to confirm receipt by e-mail so tutors can use this as a means of communication. Secondformers have 16 periods of 30 minutes homework each, spread evenly through the week (a fourth homework on Friday such as ICT or Art) may be included.

On every Friday, each boy receives a copy of the weekly newsletter, **The Citizen**, which, after reading himself, he is asked to pass on to his parents. As there may be matters in it which parents need to know and as experience suggests that boys are sometimes forgetful, it is a good idea to ask to see The Citizen at the end of each week. Alternatively, it could be delivered to you by e-mail. If you wish this to happen, please contact Karen Sage, Alumni Officer. Her e-mail address is [karen.sage@clsb.org.uk](mailto:karen.sage@clsb.org.uk) and she will make the necessary arrangement.

I hope the information in this booklet will prove helpful. I hope, too, that your son will strive to build upon First Form successes, aiming to strengthen his work ethic which includes consistent and mature organisation, together with prompt and careful completion of homework. Through good behaviour and ongoing respect for one another, boys should depend upon a supportive Form culture which fosters confidence and strong friendship.

**J. Norman**  
**Head of Second Form**

# **BIOLOGY**

The Second Form Biology course is intended to provide instruction in biological techniques with the intention of honing relevant scientific skills. Most lessons deal with a different biological topic and include a practical, or skills-based, exercise. Factual material is kept to a minimum and is used to provide a basis for the activity or activities undertaken.

Areas covered include:

- Cells and microscopy
- Organs and organ systems
- Plant nutrition
- Digestion
- Breathing
- Circulation
- Movement and Exercise
- The Senses and Homeostasis
- Evolution and DNA
- Microbes, Food and Health
- Ecosystems, Habitats and Feeding Relationships
- Human Impact and Conservation

Students are instructed in the use of ICT to record, process and present data. As they progress through the course they are expected to learn how to describe trends in biological data and explain results using scientific knowledge. In addition they are encouraged to speculate rationally on biological phenomena.

# CHEMISTRY

One double lesson a week is allocated to Chemistry in the Second Form at CLS. There is a heavy emphasis on practical work and its associated skills. We aim to allow our pupils to:

- acquire scientific knowledge
- develop an understanding of Chemistry, including its power and its limitations
- develop an understanding of the technological and environmental applications of Chemistry
- develop their experimental and investigative skills

Lessons will be taught to the form group by one of the six specialist Chemistry teachers at the school currently Mrs McCarthy, Mr Rogers, Mr Dawson, Mr Easingwood, Mr Naylor and Miss Norman. Classes are not setted. There is one homework set per week in line with the school's homework policy. Written topic tests will be set at various points in the school year and a common end of year examination is taken by all boys during school exam week in the second half of the summer term. The text book we are currently using is 'Chemistry 11-14' by I. Brand and R. Grime.

The topics studied include

- Elements , Mixtures and Compounds
- Separation Techniques
- The Air and Reactions of Oxygen
- Competition between the Elements

These topics are all areas which will be revisited in preparation for the IGCSE in Chemistry taken by all boys in the Fifth Form.

## CLASSICS: LATIN

All boys study Latin in the Second Form. It is our belief that the subject develops essential language skills, as well as encouraging accuracy of thought and expression. As such it is excellent preparation for the study of languages generally. In any case, Latin is a fascinating subject in its own right, and the strong historical element of the course makes it much more than the study of an ancient language. By now boys have acquired a basic knowledge of the language, and they have also learnt about Pompeii — citizens and slaves, gladiators and actors, baths and schools, and of course the catastrophic eruption of Vesuvius. After this enjoyable grounding in the subject, our pupils always look forward to the course we teach in the Second Form.

Second Form boys study Book 2 of the Cambridge Latin Course. In the first half of the book, the stories are set in Roman Britain, and many centre on the palace at Fishbourne. It is possible to see substantial remains of this wonderful residence, and a visit to Fishbourne is an interesting way of getting in touch with this corner of the ancient world. Later in the book the stories move to Alexandria, a bustling and colourful but dangerous city in which riots disturb the peace and gangs roam the streets. There are noisy religious festivals, and, in the surrounding countryside, the favourite sport is crocodile hunting!

The appearance of Book 2 will be familiar to anyone who has studied Book 1. Each stage (i.e. chapter) begins with a brief series of illustrations and captions, in which a new language point is introduced. The stories that make up the bulk of the stage are based on interesting characters, many being met for the first time. A running vocabulary accompanies each story, so it can be read reasonably fluently. The rest of the stage consists of notes on the language, exercises, background information (which is always fun to read!) and a checklist of the most important words. At the back of the book there is a review of grammar, together with Latin-English vocabulary.

At the end of the year, Second Form boys are asked to choose whether they wish to continue with Latin. Most do, as the subject is not only very rewarding in itself, but also leads eventually to a highly respected GCSE. At the same time, Second Form boys who do well in Latin are encouraged to think about taking up Greek in the Third Form. Greek is a delightful subject, with its own alphabet and its own very distinctive sounds — but it works in much the same way as Latin. Again, for those who do well a GCSE is available, and it is rightly considered to be one of the most prestigious qualifications on offer at this level.

## DESIGN AND VISUAL ARTS

The Design and Visual Arts Department aims to encourage and develop individual creative, design and artistic ability by providing boys with a sound knowledge of techniques in the following areas: **drawing and painting, printmaking, sculpture, ceramics and workshop practice**: pupils in the Second Form can, if they wish, participate in the **Craft and Design Club (held during a lunchtime, once a week, and run by our Craft/Design teacher; this enables interested pupils to continue to develop their skills in this area).**

Members of staff in the department are enthusiastic, multi-skilled and very keen to pass on their passion for art and design. Students will experience a variety of projects and media, and will, of course, be encouraged to build on what they have achieved in OG/First Form.

Second Form pupils are **taught in whole classes by one DVA teacher** throughout the year.

Boys attend **two periods a week** in the department and will produce a range of work based on a variety of different projects which will vary in length from two periods to four to five weeks or longer. **Homework is generally project based**: it is not necessarily set weekly, but will be used as appropriate to build on and enhance classroom work. Each boy will have a **sketchbook which he is encouraged to use properly, recognising its importance in art and design activities.**

During the year, boys will produce work in response to the **four** following themes: **Space; Placement; Composition and Movement.** ( In addition to their own practical work, boys will also be introduced to and produce some work on artists whose work and ideas is relevant to the four main themes **eg. Futurism/Movement.**

Boys' work will be featured in displays and exhibitions, both in the department and in other parts of the school **eg. in the Level 2 display area at the time of the Second Form Parents' Evening.**

Our intention is to help and encourage all Second Form pupils to realise their creative, artistic potential in an exciting and stimulating environment, and thus provide them with a solid foundation on which to build when they enter the Third Form.

# DRAMA

Drama takes on an exciting development in the Second Form at City, by considering the importance of body language when communicating to an audience. The primary focus is on physical work, starting off by learning about mime, movement and mask work.

The boys develop their mime skills individually by working on reproducing everyday household tasks, such as making a cup of tea or wrapping a birthday present. These skills are further developed by group mimes, where the boys work collectively to create working machines or different functioning environments solely using their bodies.

Different styles and ways of movement on stage are introduced before the boys progress to the use of masks.

This part of the Second Form Curriculum, usually in the Spring Term, focuses mainly on the character masks produced by Trestle Theatre Company. The boys learn the basic rules of mask wearing and apply these to a variety of scripts and scenarios. To conclude the work on masks the boys are introduced to Commedia Dell'Arte as a genre of theatre and practise the performance style using specialist character masks modelled on the originals from 17<sup>th</sup> Century Venice. The work focuses on developing defining physical traits of the following characters:

Pantalone

Arlecchino

Il Dottore

Il Capitano

Columbina

and looks at an extract from the Commedia play *A Servant To Two Masters* by Goldoni.

The year is concluded by looking at the different genres of comedy from traditional Shakespearean comedy featuring a happy ending, to modern satirical comedy that uses contemporary events to comment on society's ills. In this Scheme of Work, the boys have an opportunity to develop their script writing skills.

# ENGLISH

Teachers of English have latitude to develop their own syllabuses within a commonly agreed framework. The framework embraces:

## Shared Reading

Individual classes will work together on a range of texts covering the genres of poetry, prose and drama. In the Summer Term, all classes will study *A Midsummer Night's Dream*. This will be examined in the end of year exam; the same text will be the centre piece of the annual Beaufoy Shakespeare Festival.

## Individual Reading

All boys are encouraged to increase the range of their private reading as an end in itself.

## Writing

Boys will write personal, narrative and descriptive pieces in response to what they have read and heard. Much of what they write will be related to Shared Reading (see above). Boys are expected to develop competent control of appropriate grammatical structure, conventions of paragraphing, sentence constructions, spelling and punctuation.

## Oral English

A range of formal and informal 'Spoken English' exercises will be undertaken. Exercises will include debates, reviews, recommendations, group discussions and class discussions. The Summer Term will involve performing a speech from Shakespeare as well as acting scenes from *A Midsummer Night's Dream*.

## Homework

There are two homework 'slots' per week. One is usually a written assignment, the other a reading, drafting or learning task.

# MODERN LANGUAGES

All boys continue to learn French. The opportunity to study additional languages comes up in the Third Form.

## AIMS

The main aims of a course in Modern Languages in the Second Form and beyond are:

- a) to foster a positive attitude towards the learning of a foreign language, and to enable the pupils to communicate effectively in the language;
- b) to give pupils an insight into the culture and civilisation of the relevant country;
- c) to stimulate awareness of the ways in which languages, including English, work.

## COURSE CONTENT

Boys continue to use the lively but rigorous *Tricolore Total* course, moving on to Book 2 this year. Work from this text book is supplemented by the online material from the related website *kerboodle!*

Topics studied over the course of the year include: -

- Shopping
- Holidays
- Life at school
- Staying with a French family
- Eating out
- Travel and transport
- The body and clothes
- Free time

We continue to develop the pupils' ability to understand, speak and write the language and the emphasis throughout is on the use of authentic language in practical, everyday situations, ensuring at the same time that the pupils' grasp of grammatical structures is consolidated and enhanced. Class work consists of a variety of practical linguistic tasks, often linked to audio material and DVD, including role-play, pair work, group activities, reading and listening comprehension. Homework may be either learning or preparation assignments, or written exercises based on class work, with particular focus on the writing of letters and short imaginative, descriptive essays.

## ASSESSMENT

Pupils' progress is assessed according to their oral performance in the course of the year, and the standard of their written work in homework assignments, regular class tests and the Summer Term examination.

# GEOGRAPHY

## Course Aims

The Geography department's focus on contemporary issues allows pupils to develop their own individual thoughts and beliefs, whilst acquiring key skills and knowledge. This, combined with our use of technology, enquiry based lessons and fieldwork, reinforces the relevance of the subject in today's world.

The principal aim of the Second Form syllabus is to continue exploring Geography as a subject, and to consider how it is increasingly relevant in a globalised society. All boys follow a course designed to help develop their geographical skills and apply ideas to modern day issues. They are encouraged to consider current events and their own experiences throughout the course. Students are taught in their tutor groups over 2 lessons and one 30 minute homework per week. They are also encouraged to make use of the Geography reading list and the collection of books the department keeps in the library.

## Fieldwork

The department continues to offer fieldwork opportunities in the Second form to help students develop a wide range of skills. The Second Form trip goes to Box Hill and looks at the changing climate and land use in the area. The skills learnt build on those covered in the First Form and look to introduce students to more complex ways of studying the environment. There is also a Lower School expedition offered that the second form can attend, which will be advertised in the early stages of the academic year.

## Course Content

The major units of work that are studied in the Second Form are outlined below:

### 1. Chinese Geography

China is becoming more and more important in the world. The department opens the Second Form Geography course with a look at the physical, human and economic Geography that this country has to offer. The course looks at many issues including the lifestyle of Chinese nationals and the importance of China on the global economic stage.

### 2. Brazilian Geography

To compare the situation of China in the developing world, Students will then study Brazil. Physical Geography comprises the first section of the unit, with boys examining Brazil's natural resources and how they can be used in a sustainable way, but they will also study the Human Geography of Brazil, looking at inequality and development issues that the country currently faces.

### 3. The Geography of crime

Criminal Geography is the theme of a more contemporary unit that looks to examine how Geography can be used in more diverse ways. Boys will develop their geographical skills and look at how they can be used to help prevent and control crime.

### 4. Managing energy supplies

This unit looks to explore the current energy issues the world faces. The use and limitations of fossil fuels are explored before examining the suitability of renewable sources of energy, both in the UK and around the world. Boys will be encouraged to explore the theme that there is no single solution to the global energy problem, and to consider alternative views on the different sources of energy.

### 5. Managing environments and fieldwork skills

The final unit examines two delicate ecosystems. Boys will be encouraged to build on their ideas of sustainability from earlier topics and how we interact with the natural and human environment. The first ecosystem is the chalk downs of the Weald. This is examined through the field trip to Box Hill. The second ecosystem involves an examination of Antarctica and why management of this great wilderness is extremely difficult on the international stage.

# HISTORY

## Aims

Our main priority in the Second Form is to foster, in the boys, an enthusiasm for studying the past. However, we also seek to develop key historical skills which will serve them well in the years to come.

## Course Content

In the Second Form we choose to broadly follow the National Curriculum. The key areas for study are:

The Renaissance  
Henry VII and the Wars of the Roses  
Henry VIII and the Break with Rome  
The Edwardian Reformation  
'Bloody' Mary  
Elizabeth I  
James I and the Gunpowder Plot  
The English Civil War  
Cromwell and the Interregnum

## Key Skills

We focus on developing the boys' ability to:

- Understand and use appropriately dates, vocabulary and conventions that describe historical periods and the passing of time.
- Develop a sense of period through describing and analysing the relationships between the characteristic features of periods and societies.
- Identify and explain change and continuity within and across periods of history.
- Analyse and explain the reasons for, and results of, historical events, situations and changes.
- Consider the significance of events, people and developments in their historical context and in the present day.
- Understand how historians and others form interpretations.
- Understand why historians and others have interpreted events, people and situations in different ways through a range of media.
- Evaluate a range of interpretations of the past to assess their validity.
- Evaluate sources in order to reach reasoned conclusions.
- Present and organise accounts and explanations about the past that are coherent, structured and substantiated, using chronological conventions and historical vocabulary
- Communicate their knowledge and understanding of history in a variety of ways, using chronological conventions and historical vocabulary.

## The Library

The boys are very lucky to have the use of a wonderful school library - we provide them with reading list. They are rewarded, in homeworks, for providing evidence of independent research

## Trips

These vary from year to year, but we always try to take them to the National Portrait Gallery (only two stops on the tube!)

# INFORMATION and COMMUNICATIONS TECHNOLOGY (I.C.T.)

The Second Form scheme of work encourages students to build on skills developed during the First Form. It focuses on project work and as the year progresses, students have greater autonomy over, for example, software choices to complete tasks set. Students are expected to develop the skill of making informed choices in this respect.

In the Second Form students have the opportunity to take two qualification modules. The first is not compulsory and is offered to students who perform well in the Database Module. Students construct and interrogate a database using Microsoft Access. They are taught the importance of framing questions correctly to interrogate the database. The Data Protection Act is also revisited! The qualification is the Database (Intermediate level) offered by eDCC and endorsed by OCR. At the end of this unit of work students take a test (either written or online) to check that they have mastered all the skills required.

The second qualification module that is followed by all students is using PowerPoint. Students have to work to a given brief and create a brief of their own that they also follow. The qualification is the eDCC Presentation Intermediate qualification. By this stage in their school life, students have a good command of PowerPoint and this module focuses on 'fine tuning' and giving the students a recognised credit for skills they have developed thus far.

In 2011/2012 students will begin studying 'Flash' animation to create and publish simple animations using Adobe CSF Professional version 4. Tasks will include animating objects and text, creating simple movies and, time permitting, incorporating Flash animation into web pages created using WebPlus.

Activity/skills covered	Explanation	Programme
<b>Project work</b> Database planning, construction and creation.	Students plan database, framing fields and typing in records for either: (a) a car rental service or (b) a villa rental agency or (c) an animal rescue centre. [five fields, 20 records]. The Data protection act.	ACCESS
<b>Project work</b> Framing questions and running queries re database	Students respond to given enquiries and frame questions to query their database [results printed as hard copy].	ACCESS
<b>Qualification work</b>	Using the database created (see above), students have the opportunity to gain the eDCC Database Intermediate Qualification.	ACCESS/eDCC (endorsed by OCR)
<b>End of project test.</b>	A written or online paper to test their understanding of the work they have done on the database.	
<b>Qualification work</b>	Students create a PowerPoint presentation both to a given design brief and to a brief they design. All students take the eDCC Presentation Intermediate qualification.	POWERPOINT/eDC C (endorsed by OCR)
<b>Animation</b>	Students use 'Flash' animation to create simple animations. If time permits, these can be used in conjunction with WebPlus to create more interesting web pages.	FLASH/WEBPLUS

# MATHEMATICS

## Curriculum

The Second Form curriculum introduces boys to some of the most ancient and powerful mathematical concepts. Here are some of the topics covered:

**Number and Algebra:** Prime factor decomposition, cubes and higher powers. Sequences. Fractions, Negative numbers. Percentages,

**Shape and Space:** Ruler and compass construction. Area of parallelograms and trapeziums. Pythagoras's Theorem. Area and circumference of circles. Transformations. Volume of prisms.

**Handling Data:** Averages. Range. Probability.

## Classes

There are four maths lessons per week. Boys are taught in sets, although all classes follow the same curriculum. Boys in the top set will generally have done very well in the First Form exam, be a medal winner in the Junior Maths Challenge and have achieved excellent half term grades. Set allocation will be done at the end of the First Form.

## Assessment

The half-term grades during the year will be based on class tests and homework assessments. The end of year exam will consist of two 45 minute papers; the first being a non-calculator paper and the second requiring a calculator. Results will be given as a percentage.

## Equipment and Books

All boys will be issued the same textbook: "Essential Mathematics Book 8" by David Rayner.

They will need the following equipment as a minimum requirement:

- scientific calculator (we recommend the Casio fx-85ES stocked by the John Carpenter bookshop)
- clear plastic 15 or 30 cm ruler
- compasses;
- protractor.

## Homework

There are two homework tasks per week. Each task should last up to 30 minutes. Depending on the teacher's guidance it will either be due in the next lesson, or the next day. Ideally it should be done at home, at a desk, without interruptions.

## Extra-curricular

All pupils take part in the UK Junior Mathematical Challenge in April. Two boys will be selected to represent the school in the UK Team Maths Challenge. Boys who are interested in enrichment work could attend the weekly Maths Circle Society.

See [www.ukmt.org.uk](http://www.ukmt.org.uk) for more details.

# MUSIC

Music in Second Form makes full use of the Music Technology available in W2. At the end of First Form, they were given a brief introduction on how to use both Logic and Sibelius programs. This is reinforced in the first few lessons of the year and the tasks that follow enable the boys to compose and save their work on the school network.

We initially focus on the structure and form of music using basic chords to harmonise a scale which is then input into logic to listen to the results. This is followed by a project using the 12-bar blues.

We then contrast this style with a March written by Mozart. Variations are composed and recorded in the same way.

The Gamelan and traditions of Indonesia are then studied and both Logic and Sibelius are used to realise a complex piece. This leads into an introduction to Minimalism.

The final term looks at ostinati, riffs and motifs using Oxygene, Mars and Beethoven's 5<sup>th</sup> Symphony as set works.

# PHYSICAL EDUCATION, SWIMMING, GAMES

The aims of the Second Form programme are:

- encourage participation in and enjoyment of physical exercise through providing an experience of a wide variety of activities.
- make each boy aware of his physical potential
- help each boy to perform in a competitive environment as an individual and as part of a team
- provide an outlet for physical energy in a safe and enjoyable environment.
- help the pupil to be aware of the benefits of health related fitness

## Physical Education

During PE lessons the pupils will follow courses in basketball, cricket, badminton, hockey and handball. Inter-Form competitions in the above activities are offered at the end of each half term. The chance to train and play in inter-school matches is also available in the schools major sports of basketball and cricket. Improving physical fitness is an underlying theme and the boys are quickly introduced to fitness and conditioning concepts during a half term block of health related fitness work.

## Swimming

Second Form boys are timetabled for a double swimming period each week. This is the biggest investment of time seen in any one year group and aims to ensure all boys reach a level of competency in the pool by the time they progress into Third Form. The boys follow the ASA NPTS course aiming to all achieve level 4 as a minimum requirement by the end of the year. The boys in Second Form also receive in depth coaching in the school's major sport of water polo, introducing skills and techniques associated with the game.

## Games

All boys have one afternoon of Games per week. For those boys interested in playing more competitively, Football is the major Autumn and Spring Term field sport with cricket taking over in the Summer. Both games have an intensive inter form and inter school fixtures programme extending down into A-F teams. There is also ample opportunity for 'non team' pupils to enjoy a varied programme of football, touch rugby, hockey, cricket, athletics and softball.

Any parents or pupils seeking further information are more than welcome to contact Mr Neil F Cornwell (Head of Physical Education ) on the school e mail : [nfc@clsb.org.uk](mailto:nfc@clsb.org.uk)

## **SECOND FORM PSHE AND CITIZENSHIP**

The Second Form PSHE and Citizenship course aims to supplement the academic areas of the school curriculum with an opportunity for students to develop their awareness of themselves, those around them and their environment as a whole. The course covers a wide-range of topics, which are taught in one timetabled period weekly, and the focus is on informing the students to allow them to make sensible decisions and form opinions. All boys follow a series of lessons focused around information, opinion and discussion. In addition, visiting outside speakers occasionally hold sessions to share their expertise in a number of areas such as drugs awareness, positive mental health, and cyber-safety.

The scheme of work includes the following areas:

- Bullying
- School rules
- Street safety
- Basic first aid
- The media
- Poverty
- Homelessness
- Healthy eating
- Study skills

We very much hope that the boys will enjoy their PSHE and that it will encourage them to examine important issues and help equip them with the skills they will need to make critical judgements in many situations they will face through their lives.

## **RELIGIOUS STUDIES**

The first term of the Second Form continues the systematic study of world religions that was begun in the First Form. Half the term is spent studying Buddhism and half is spent studying Sikhism. As with the First Form, a broad introduction to the religion is made. Key concepts about divinity, belief, worship, texts and festivals are explored.

In the Spring Term, boys study Rites of Passage. This is a particularly appropriate topic as some boys are at the point in their lives when they are considering making a greater commitment to their religion. Or if not that, then are beginning to be aware of their growing up and having ideas of greater responsibility. We consider how birth, commitment and death are marked in each of the six major religions. General ideas surrounding each of these are also considered as well as non religious responses.

In the Summer Term, a slightly more philosophical line of enquiry is explored. The terms work is 'Does Religion Do Any Good?' In this, boys consider broad ethical principals communicated by religions, their responses to social problems and also have the chance to complete a piece of extended project work. The point of this is to allow them to research a charitable organisation which has been founded and is run according to the principals of a religion. Boys are encouraged to choose a charity that is not associated with their religion to broaden their horizons!

In the summer, boys are examined on aspects of all of these topics.

# PHYSICS

The Second Form Physics course builds on the General Science foundation pupils receive in the First Form. The aim whenever possible is to allow pupils to approach topics by conducting suitable experimental work. This allows them to appreciate the importance of careful planning and executing of practical work such that evidence collected is not only done so safely but also fairly. The idea of a fair test is stressed as being important, the only way in which meaningful conclusions can be drawn from the evidence. This practical approach builds familiarity and confidence with the use of lab equipment.

The following is an overview of the main areas and topics currently covered:

- Forces and Motion
  - Contact forces
  - Non-contact forces
  - Speed
  
- Introduction to Energy
  - Energy - costs of living
  - Burning fuel and shifting energy
  
- Seeing with Light
  - Modelling light with ray diagrams
  
- Describing Sound
  
- Developing an Electric Circuit Model
  - More about electric circuits
  - Adding elements to circuits
  
- Introduction to the Earth in Space
  - Gravity and Space
  - Satellites and orbits

## Lower School Reading List

Not everything they could read but some direction!

Author	Title
Aiken, Joan	Wolves of Willoughby Chase Series
Alexander, Lloyd	Chronicles of Prydain Series
Almond, David	Skellig
Banks, Lynne Reid	Indian in the Cupboard Series
Blackman, Malorie	Noughts and Crosses Series
Bradford, Chris	Young Samurai Series
Colfer, Eoin	Artemis Fowl Series
Cross, Gillian	Demon Headmaster Series
Crossley-Holland, Kevin	Arthur Series
Dickinson, Peter	Kin Series
D'Lacey Chris	Fire Series
Fisher, Catherine	Book of the Crow Series
Freedman, Dan	Jamie Johnson Series
Gaiman, Neil	The Graveyard Book
Garner, Alan	Elidor; The Owl Service etc.
Gavin, Jamila	Coram Boy
Gibbons, Alan	Shadow of the Minotaur
Golding, Julia	Cat Royal Series
Haddon, Mark	The Curious Incident of the Dog in the Night-time
Higson, Charlie	Young Bond Series
Horowitz, Anthony	Alex Rider & Diamond Brothers Series
Jacques, Brian	Redwall Series
Jarvis, Robin	Deptford Mice Series
Lacey, Josh	Bearkeeper
MacHale, D. J.	Pendragon Series
McKenzie, Sophie	Blood Ties
Morpurgo, Michael	Kensuke's Kingdom; Toro! Toro! etc.
Paver, Michelle	Chronicles of Ancient Darkness Series
Pratchett, Terry	Discworld Series
Pullman, Philip	His Dark Materials Series
Reeve, Philip	Mortal Engines Series
Shan, Darren	Saga of Darren Shan Series
Smith, Alexander Gordon	Furnace Series
Voake, Steve	The Starlight Conspiracy